

## **A Web-Based Module: Filipino Haggling - A Cultural Phenomenon**

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**Abstract:** The Ilokano Language and Literature Program (ILLP) serves to educate its students about the language and culture. In order to meet its objective, they must find options of teaching their material to students who are not able to attend face-to-face or in-class sessions. Enrollment numbers have been down in recent years. Faculty has been discussing ways how to bring them back up. An idea was proposed to offer online courses. The purpose of this instructional design project was to develop and evaluate the effectiveness of a web-based module that focused on Filipino haggling and was used by undergraduates who enrolled in the ILLP at the University of Hawai'i at Manoa. The module was created on WordPress, a free and open-source content management system in addition to a combination of tools including: GoogleForms, JotForm, and YouTube. Design of the module was guided by concepts from the direct method approach and framework from Gagne's Nine Events of Instruction. This study involved 17 participants who are enrolled in the ILLP courses. Data collected via tests and surveys were analyzed and reported using descriptive statistics. Results indicated that 14 out of the 17 participants showed improvement in score between the pre-test and post-test.

### **Introduction**

As a lecturer at the University of Hawai'i at Manoa, it is my duty as well as the other faculty in the ILLP to promote the Ilokano language and culture. In recent years we have seen a steady decline in enrollment. Reasons for this decline vary for each student. After speaking with a few students, some of the reasons they don't enroll in the courses is because of time conflicts with their work schedules or other core courses they need for their intended major. Thus, there is a need for a way for students to still be able to take our courses. The solution to this problem would be to create an online version of the program.

The ILLP at Manoa has been around in the University of Hawai'i system for over 40 years. In recent years, UH Maui College and UH West O'ahu are the only other campuses in the system to offer Ilokano courses. Although the courses are being offered at other campuses, having an online version of the program would be beneficial in the long run. Technology is progressing and we must capitalize our resources and use it to our advantage. Creating an online Ilokano Program will open up opportunities for

students to be able to take our courses because it will not create time conflicts with other courses. They will be able to take the course asynchronously and at their own pace. It will also give those who are on the other islands that same opportunity to take the language and culture courses in order to fulfill their foreign language requirements.

Establishing a full fledged online Ilokano Program is a huge task and will take some time, however before that can happen, we need to start on a smaller scale and work our way up.

I usually teach the intermediate level courses (Ilokano 201 and 202) at Manoa, so I will be using one of the units that I go over in the spring semester (ILO 202) for this study.

The background of this study is to inform and educate students on a specific cultural aspect in Filipino culture. The mode in which this study will be evaluated is through the creation and implementation of an instructional design module. The purpose of this instructional design project is to develop and evaluate the effectiveness of a web-based module that focuses on Filipino haggling and will be used by undergraduates enrolled in the ILLP at the University of Hawai'i at Manoa.

This instructional design (ID) project will serve as a pilot module. It will consist of five modules designed to address related definitions, characteristics, concepts, and rules related to Filipino haggling. Furthermore, it will include a pre-test, embedded test, post-test, and a survey. Upon successful completion of this lesson, students will be able to distinguish the different aspects of Filipino haggling. If this module is successful, I expect to expand the project and create a module for the other cultural aspects of Filipino culture.

## **Literature Review**

Haggling (or bargaining) is a type of negotiation in which the buyer and seller of a good or service debate the price and exact nature of a transaction. If both parties come to terms on an agreement, a transaction takes place. This process is an alternative pricing strategy to fixed prices. If it costs the seller nothing to engage and allow bargaining, he/she can foretell the buyer's willingness to spend.

Many cultures all around the world use the haggling system to negotiate prices. In regions such as North America and Europe, the art of haggling is restricted to expensive or one-of-a-kind items and informal setting such as flea markets and garage sales. One-of-a-kind items include automobiles, jewelry, art, real estate, and trades sales of businesses. In other regions of the world, haggling may be the norm, even for small commercial transactions.

According to Samantha Sood (2010), locals in Asia haggle for goods and services everywhere from markets to hotels. The haggling system is usually common in societies where resources are scarce and people's day-to-day budgets are not enough to purchase basic necessities. Precy Espiritu states, "In the Philippines it is a way of life and people are skillful in the technique and art of haggling" (2004). Most Filipinos are farmers in the Philippines. Whether they're selling produce or livestock, their main goal is to make money to support their families and friends. Unlike westerners who value individualism,

Filipinos are usually collectivists. They identify with their families, regional affiliations, and peer groups (Shapiro). These types of relationships and sense of community allows haggling to happen.

According to Fitz Villafuerte, “Stores actually have a price margin for hagglers so if you politely ask, they’re more likely to get that discount” (2008). Espiritu goes on to explain that haggling is becoming a vanishing art due to Western style shopping centers and department stores being built in the major cities. However, in remote rural areas, locals still practice the art of haggling.

### **Project Development**

The theory in which this ID project took on was the direct method approach. The approach includes teaching in small steps with students practicing after each step, guiding students during initial practice, and ensuring that every student experienced a high level of practice (Carnine, et al, 2004). In language acquisition the direct method approach is simple and straightforward to apply (Lynch, 2012). There are three stages to this approach: presentation, practice, and production. In the presentation stage, the foreign language learner is introduced to a topic. Different forms of media maybe used to present the topic such as images, videos, audio, reading material, and/or presentation. The practice stage has learners taking what they have just seen or heard and makes use of their knowledge to help them solve similar problems. The production stage has learners using all they have learned to answer questionnaires and/or creating dialogues. William Lake simply states it as show, try, and repeat (2013).

With all the advancements in technology that has happened, the internet allows virtual learning environments that now have become diversified and provides opportunities to teachers and students by broadening the alternatives for the learning and teaching of languages (Can, 2009). Students engaged in learning that incorporates multimodal designs, on average, out perform students who learn using traditional approaches with single modes (Cisco, 2008). Taking that into consideration, every effort was made to make sure the content of the module was available in different forms. Every learner learns differently, thus not only was the content provided in written form, but was also provided in audio and visual as well.

**Framework.** To assist in the building of the instructional module, instructional strategies based on *Gagne’s Nine Events of Instruction* (Conditions of Learning, 2013) were used. *Figure 1* showcases these nine events. Statistics were presented in the form of bar graphs and pie charts, which were embedded on the homepage to gain and maintain the participants attention. The objectives were stated after the content of each section and right before the embedded tests. Ensuring that participants were fully informed as to what was expected in that specific section. Prior to actually beginning the module, participants were provided a few journal entry questions. This was done to stimulate and have participants recall prior knowledge of haggling, whether they have experienced the act or witnessed someone doing the act.

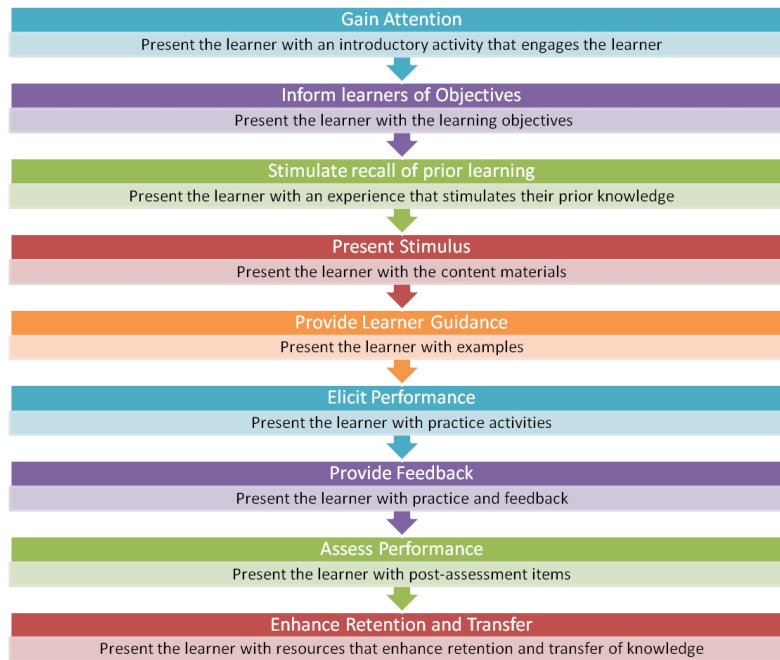


Figure 1. Gagne's Nine Events of Instruction

The content was presented to the participants in a consistent layout format section to section. In order to promote understanding, examples were provided right after the content information. Videos and images were also provided to give participants visuals to better understand the material (Figure 2). To help participants with some guidance, each section provided appropriate information related to the given objectives. Examples and non-examples (Figure 3) were provided for deeper understanding. In order to elicit performance, participants had to analyze scenarios. After analyzing those scenarios, participants were provided with an explanation of whether their answer was correct or incorrect and it's reasoning. After completing all sections of the module, participants took a post-test to assess their performance. To enhance the retention and transfer of the material, participants were supposed to be put in groups of 2 - 3, to create a short skit showcasing what they have learned. A link to a shared Google Docs was to be provided to students at the end of the module.



Figure 2. Visual Aides

Example: Martha has been shopping at Stacey's shop for 5 years. Martha is a single parent with three kids and is literally living paycheck to paycheck. Once in awhile, she doesn't have the necessary funds to purchase food for her kids. Having known Stacey for 5 years, they have a great relationship. Stacey understands Martha's situation and is always willing to help her out. She allows Martha to gather whatever she needs and lists the items down and their prices on a sheet of paper. Martha has to pay back Stacey what she owes when she is able to.

Non-example: Eric moves to a new town. He goes into the local gas station's mini mart to purchase some snacks. He picks up a couple bags of chips, a bottle of soda, and two candy bars. At the checkout stand, he realizes that he doesn't have enough cash in his wallet. He asks the person at the register if he could do an "I owe you" and pay for the candy bars at a later time. Michael, the seller, doesn't accept the offer and advises Eric to leave the candy behind.

Figure 3. Sample of an Example and Non-Example

**Instructional Goals.** The first instructional goal was set up so that participants would learn how to identify characteristics, buyer/seller relationships, prices, savings and profits. In order for participants to move on to the next goal, they must have understood the basic concepts. The second instructional goal had participants learning about how to determine when and when not to haggle, who the seller and buyer were, cheap versus expensive, and profits versus savings. After understanding those rules, participants would take what they have learned from the concepts and rules sections and apply it to the third instructional goal. The final instructional goal had participants learning how to analyze a scenario and pinpoint successful and unsuccessful haggling exchanges. Refer to *Appendix I* for an in depth description of each goal and its accompanying context.

**Platform.** The ID module's website was created solely on Wordpress. Wordpress was chosen over other free hosting sites because of familiarity. The site was designed to be simple with easy to follow instructions. Features on the site consist of a menu button at the top right hand corner of the page as shown on *Figure 4*, content information in the body section of the page, and a clickable link (which will take you to the next page) at the bottom of the page as shown on *Figure 5*. Subsequent pages contain links at the bottom of the page that enable participants to advance to the next page. If at any time participants need to go back or skip to another section, the menu button at the top displays all of the sections included in the module.

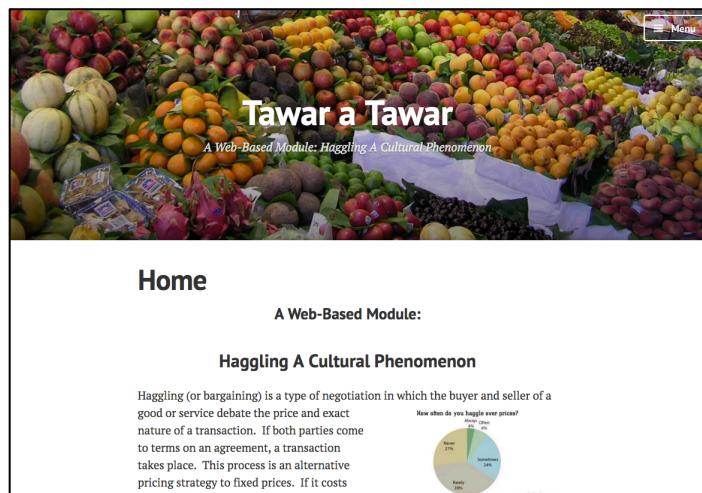


Figure 4: Top of Homepage

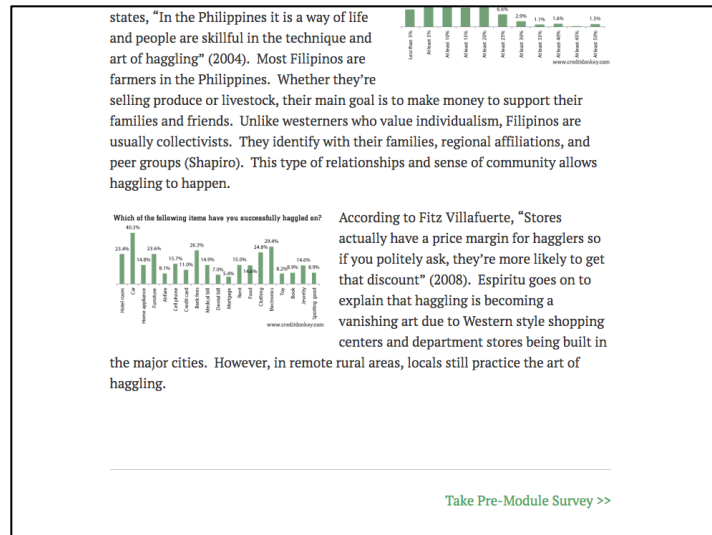


Figure 5: Bottom of Homepage

Google Forms was used to create the pre- and post-module surveys as shown in *Appendix C and D*. The reason behind using this application for these sets of questions was because it had the ability to generate qualitative and quantitative data. Journal entry questions were also created on Google Forms for the same reasons as the survey as seen on *Appendix E*. If at anytime participants were to have any questions or concerns about the module, a contact page was created and implemented into the website. The page consisted of a Google Form in which asks participants for their name and what their question or comments were as seen in *Appendix F*.

JotForm was used to create the test questions (which included pre, embedded, and post). The application was chosen because unlike Google Forms, JotForm provided a feedback feature. When participants submitted their responses to embedded questions, instant feedback was provided. Feedback included what the correct and/or incorrect answers were as well as reasoning behind it as seen on *Figure 6*.

**Thank You!**

Your submission has been received.

Your answer: a) the seller

**Feedback:**

- a. Incorrect; Clara is not the seller, Nana Perlita is.
- b. Correct; Clara is indeed the buyer
- c. Correct; Nana Perlita addressed her as ading.
- d. Incorrect; Clara is younger than Nana Perlita, thus can't be a Nana.
- e. Correct; Nana Perlita asked how Clara's mom was, thus indicating she's a family friend.

Figure 6. JotForm's feedback feature

To keep the participant and engaged in the module, dialogue videos were created. YouTube was chosen as the platform to host these videos due to familiarity with the application. Videos were created for scenarios pertaining to the embedded test questions. The videos included character avatars, Ilokano subtitles, as well as audio narration as seen on *Figure 7*. This was done to ensure that all types of learners were presented with an option to match their learning style.



*Figure 7. Sample of a YouTube video*

**Other Tools.** A recruitment email (*Appendix A*) and consent form (*Appendix B*) were distributed at the beginning of the spring 2016 semester to students enrolled in an ILLP course. The recruitment email informed the students about the module, its purpose, and that participants were being sought after to go through and complete the module. The consent form informed participants about the benefits and risks of partaking in the study, as well as the researcher's contact information.

## Methods

**Research Questions.** There were two main research questions that this project addressed. The research questions were:

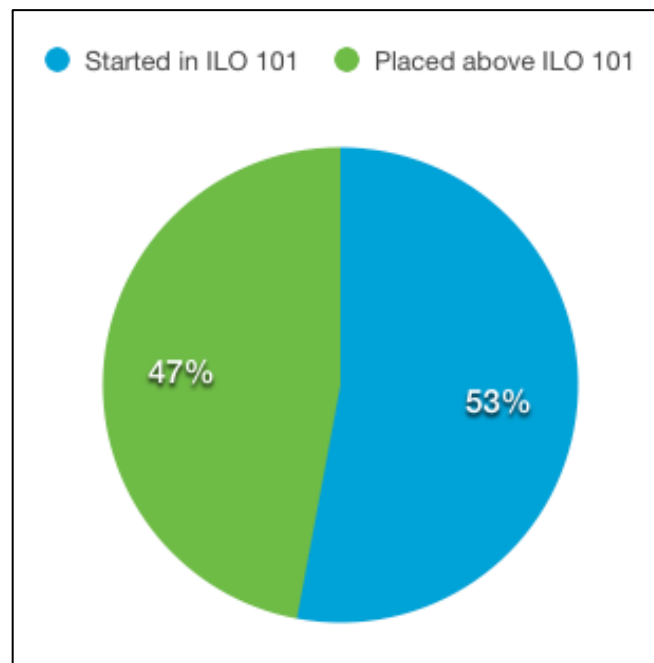
- After successful completion of the modules, will students' scores show improvement from the pre-test to post-test?
- Are the scenarios and embedded test helpful in learning the concepts and is the information retained to successfully complete the post-test?

**Participants.** A total of 17 participants, ten females and seven males, took part in the research study as seen on *Table 1*. The participants were above the age of 18 with the largest group, 13 (76%) being between the ages of 21 and 25. There were no participants over the age of 30.

Table 1

<i>Participant Age Groups</i>		
<b>Age</b>	<b>Number</b>	<b>Percentage</b>
18-20	3	18%
21-25	13	76%
26-30	1	6%
31 and up	0	0%

The participants chosen to participate in this study are heritage learners. The students have a personal connection with the language in which they have some exposure to the language at home, work, or school (Valdes, 2001). Majority of the students are local born students, meaning born and raised in Hawaii, but are of Filipino descent. They take these courses to reconnect with their language and culture to gain a better understanding of who they are. Students work their way up taking the courses sequentially from ILO 101 all the way up to ILO 202. However, there are instances when a student is placed into the course after he/she takes the placement exam. Of the 17 participants, eight have taken a placement exam and were placed above ILO 101 as shown in *Figure 8*.



*Figure 8. Participant Placement Exam*

**Instrumentation.** The data gathering tools that were used to complete this project were questionnaires and surveys. A pre-module survey (*Appendix C*) was provided to gather demographic data and some background information if participants knew some things about haggling. There were four sets of instruments that were included in this ID module. A pre-test (*Appendix G*) was taken at the beginning of the module to measure prior knowledge of the subject matter. Embedded tests were placed throughout different sections of the module to test if the student understood the content in that specific section.



A post-test (*Appendix H*) was administered at the end of the module to measure if the student had learned the subject matter. A post-module survey (*Appendix D*) was provided to gather data about the effectiveness of the ID module. Results from the surveys will be used to improve the module.

**Language.** The ID module consists of both English and Ilokano languages. The pre- and post-module survey, journal entries, and content information were provided in English. Scenarios, embedded tests, and videos were presented in Ilokano. Participants were required to answer in Ilokano, unless it is not specified, then English was accepted.

**Procedures.** Participants worked through an online learning module under the primary investigator's supervision. The link to the module was given to students via email. And were tasked to complete the module before a set date. Participants used their own laptop, tablet, or other mobile device to access the online module. If at any time the participants had a question, they could contact the researcher via email, text, or the contact page on the module. Participants did not receive any monetary compensation for participation.

**Analysis.** Google's Forms and Spreadsheets features were used to compile the data from the questionnaires and surveys. To analyze the data I created a table for the pre-test and and post-test scores and create percentages that showed student-learning improvement. The information collected from the surveys was analyzed through qualitative data by using charts and word clouds.

## Results

**Pre-Module Survey.** Prior to starting the module, participants were asked a few questions (*Appendix C*) about their ethnicity, previous online courses they have taken, what subjects they were in, if they have taken any online language courses, and if they practiced haggling or know of someone who does as shown in *Table 2*. All 17 participants (100%) are of Filipino descent. Thirteen participants (76%) said they have taken an online course before. Courses include Marketing, ICS, Linguistics, History, Religion, Math, English, Accounting, Physiology, Psychology, Family Resources, Early Childhood Education, and Women Studies.

When participants were asked if they have taken an online language/culture course, only one participant (6%) said they have. When asked what course it was, the participant said Linguistics. Ten participants (59%) said they have practiced the art of haggling. When asked to clarify where, the participants stated that they haggle at flea markets, the swap meet, and on Craigslist. Participants were also asked if they know of someone who haggles and fifteen participants (88%) said they do. When asked to clarify whom, all said family and friends.

Table 2

*Pre- module questions*

Question	Yes	No	Filipino	Percentage
What is your ethnicity?	-	-	17	100%
Have you ever taken an online course?	13	4	-	76%
Have you ever taken an online language/culture course?	1	16	-	6%
Do you practice the art of haggling?	10	7	-	59%
Do you know someone that haggles?	15	2	-	88%

*n = 17*

**Journal Entry.** Three journal entry questions were provided to stimulate and have participants recall prior knowledge of haggling, whether they have experienced the act or witnessed someone doing the act. When asked about what countries practice haggling, majority of the responses included low-income societies such as Asian countries. While a few argued that no matter where you are in the world there is some form of haggling going on. Economic factors are a key factor in why haggling exists in some societies and not in others. An area where agriculture is the main source of income is where haggling occurs the most. In societies where haggling is accepted, the buyer and seller exchange prices until they come to an agreement.

When asked about how they felt about haggling and if they were comfortable with it, almost all participants responded that they were ok with it, with a few going on to say its ok if its appropriate to haggle. When comparing the Western and non-Western attitude about haggling, participants stated that they are probably not aware of other economic systems and/or they don't know how to haggle that's why they oppose it. While their responses for the non-Western attitude claim that haggling is a must and that buyer and seller get instant benefits by doing so.

In regards to the participants' personal hands on experiences with the art of haggling, all have had some experience and/or have witnessed someone practicing the art form. When asked to describe their experiences, places such as the swap meet or flea markets were top choices as well as online services such as Craigslist and Ebay.

**Pre-test and Post-test.** All but three participants (82%) showed improvement between completion of the pre-test and post-test as shown on *Table 3*. Participants 5, 6, and 15 could have showed improvement, however all three made the same mistake on one of the questions on the post-test. Participant 4 made the highest gain between tests with a 22-point increase, a 39% increase as seen in *Figure 9*. Participant 6 made the highest loss between tests with a 9-point decrease. Participants 14 and 16 made the lowest gain between tests with a 2-point increase. Participant 15 made the lowest loss

between tests with a 3-point decrease. None of the participant got a perfect score on the pre-test, while one participant was able to receive a perfect score on the post-test.

Table 3

*Pre-test vs Post-test scores*

Participant	Pre-test (56 points)	Pre-test Percentage	Post-test (56 points)	Post-test Percentage
1	51	91%	54	96%
2	30	54%	44	79%
3	41	73%	47	84%
4	25	45%	47	84%
5	45	80%	40	71%
6	51	91%	40	71%
7	46	82%	49	88%
8	46	82%	52	93%
9	17	30%	34	61%
10	35	63%	38	68%
11	26	46%	45	80%
12	46	82%	52	93%
13	30	54%	46	82%
14	49	88%	51	91%
15	44	79%	41	73%
16	54	96%	56	100%
17	34	61%	44	79%

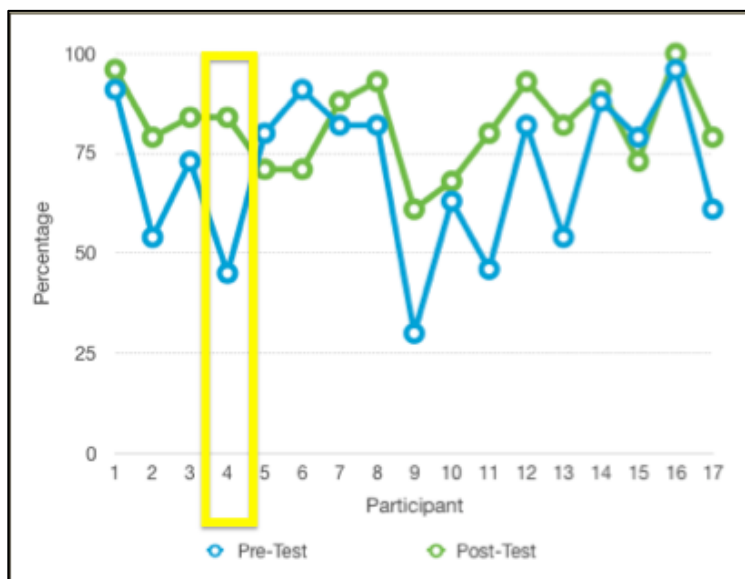


Figure 9. Pre-test vs Post-test Percentages

Instructional goals were created for each section of the module (*Appendix I*). The breakdown of how many participants met each objective can be found in *Figure 10*. Twelve out of eighteen objectives saw an increase from pre-test to post-test. Three out of the eighteen saw a decrease (3, 4, and 8), and three out of the eighteen stayed the same (Entry Level [EL] 1, EL 3, and 6). The objective that gained the highest increase was Objective 11. The objective that gained the highest decrease was Objective 8.

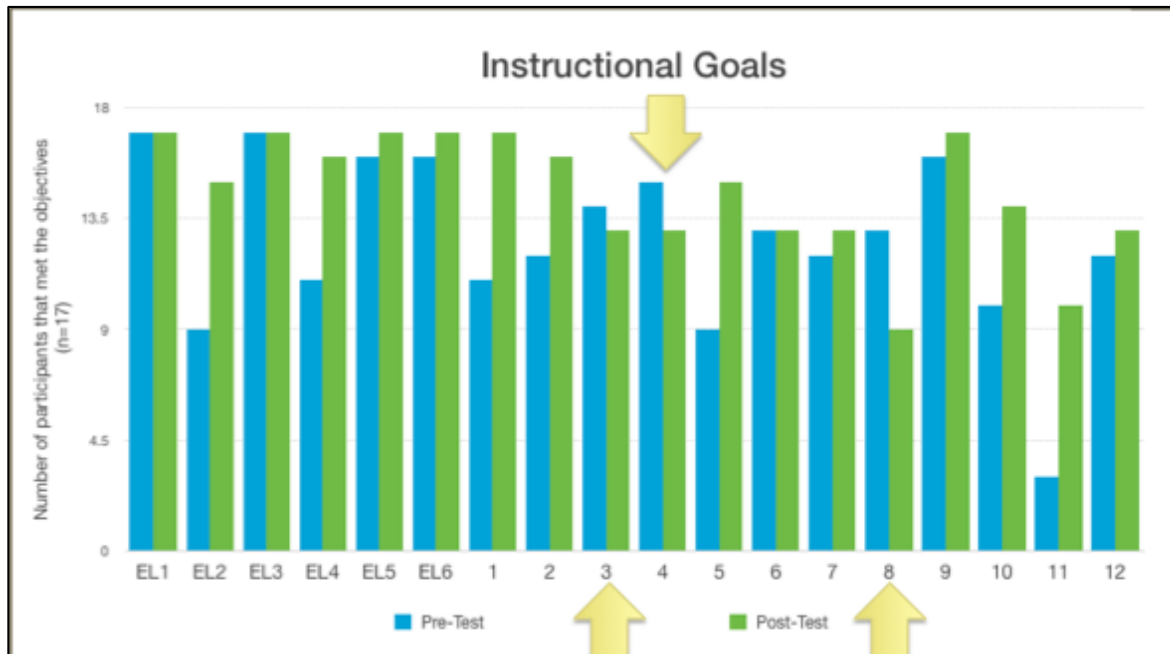


Figure 10. Pre-test vs Post-test: Meeting Objectives

**Post-Module Survey.** After completion of the post-test, participants were tasked to complete a post module survey (*Appendix C*). The survey consisted of questions about their online learning experience, content and material and the aesthetics of the module. *Table 6* showcases the feedback given on few of the questions. Based on a Likert Scale, participants were asked to rank each topic. The content was deemed average getting a mean score of 3.47 with feedback stating some of the scenarios were too long and sometimes redundant. The images were a big help for participants in understanding the content, averaging a mean score of 4.18. The videos were helpful as well, averaging a mean score of 3.71 with feedback stating that viewing an actual haggling process (with real actors) would have been even more helpful.

Table 6

*Attitudinal Survey*

Question	1	2	3	4	5	Mean
Content Difficulty*	-	6	7	4	-	3.47
Images**	-	-	3	8	6	4.18
Videos**	-	3	3	7	4	3.71

\* – 1 being easy and 5 being difficult

\*\* – 1 being not helpful and 5 being helpful

**Discussion**

Based on the results, students learned four new vocabulary terms (EL 2, EL4, EL5, and EL 6) while they already knew two of them (EL 1 and EL 3). They were also able to identify characteristics, relationships, profits, and savings. Majority of the participants were successful in determining when and when not to haggle, who the seller and buyer were, if items were cheap or expensive, and if the buyer saved money or if the seller made profits. A few participants were unable to identify prices, change, and were unable to determine who the buyer and seller were. These are explained below.

The objectives that saw participants getting points taken off were objectives 3, 4, and 8. As stated in the results section, these objects saw a decrease in scores from pre-test to post-test. Objectives 3 and 4, which were about prices and change, saw the participants having trouble with numbers. Numbers are usually taught explicitly in the 100 level courses and rarely reviewed in the 200 level courses. The participants who got these questions wrong were placed higher than 100 level, thus having missed learning about numbers. Objective 8, which was about determining seller versus buyer, saw some participants skipping a step in the instructions, thus getting it wrong. After reviewing the question I realized that although the post-test question was similar to the pre-test, that added instruction of having the participants reorder the dialogue made it no longer parallel to the pre-test question.

Seeing the results from the objectives missed, I plan to make some revisions on the module. First and foremost, I must take into consideration that all future students are heritage language learners, thus will come with varying degrees of knowledge of the language and culture. With that said, I intend to revise some sections of the module so that if there are those who place higher than 100 level, they will be provided with some sort of refresher material (linked to the module) if that content was covered in the beginning level. Which will tie in with the direct method, that one must provide practice for students in order for them to master the target skill. Thus, I plan to create practice worksheets on Google Docs and link them to the module, so students can complete them before actually answering the embedded test questions. The worksheets will consist of exercises that will help them learn numbers.

**Conclusion**

Overall, I think it went well and the results will be beneficial. Although 14 out of the 17 participants showed improvement in scores between the pre-test and post-test, with a success rate of 82%, the ID module has served its purpose and was effective in educating participants about the Filipino concept of haggling. Scenarios, images and videos were deemed beneficial and helpful in the success of completing this module. These results prove that online ID modules are possible in teaching students in a content area such as foreign language and culture.

My ultimate goal is to produce an online version of the Intermediate Ilokano courses, so it gives students who are unable to attend the on-campus courses, due to time conflict, work and other such issues, the ability to take the course. Other language and culture teachers may be interested in the success of this project, so they may develop online instructional modules for their classes. Also students who are interested in learning more about their language and culture may be interested in this module as well as people wanting to travel to the Philippines.

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## Appendix A Recruitment Email

To: Ilokano 202 Students (will send through Laulima)  
From: Dean Domingo <[deand@hawaii.edu](mailto:deand@hawaii.edu)>  
Subject: Recruitment for Research Study - A Web-Based Module: Filipino Haggling - A Cultural Phenomenon

Kumusta Ilokano 202 Students,

First and foremost, I'd like to thank (insert professor's name here) for allowing me to contact you. My name is Dean Domingo and I am a graduate student at the University of Hawai'i at Manoa in the Department of Learning Design and Technology. The purpose of this instructional design project is to develop and evaluate the effectiveness of a web-based module that focuses on Filipino haggling and will be used by undergraduates enrolled in an Ilokano language program at a university on the island of O'ahu. I am inviting you to participate because you are all undergraduates enrolled in the Ilokano language program here at the university.

- *What will I have to do?*

Participation in this project will involve working through an online learning module on a website which I have created for this course. I will have a scheduled day in which you will be given the entire class session (an hour and fifty minutes) to complete the module. I will be present at that session to answer any questions or to help you if you run into any problems. I ask that you please bring your own laptop, tablet, or other mobile device to class on that day so that you can access the online module. If you wish not to participate in this research study, you will still go through the module, however your results will not be used for the study.

- *What is this online learning module about?*

This module is designed to teach you about haggling, a skill in which Filipinos are proficient at. You will learn about the following things: characteristics, relationships, and rules/concepts of haggling. Scenarios and other examples will be presented to help you understand the content throughout the module.

- *How will this help me?*

Completion of this module will provide you the knowledge and skills of haggling. The major benefit to you is that participation in this study provides an easy means for fulfilling one of the requirements for the Ilokano 202 course. Besides your time and effort, there is no risk to you in participating in this research study project. Again, if you wish not to participate, you will still go through the module, however your results will not be used for the study.



- *Other considerations:*

Participation in this project is voluntary. Any personal information collected during this project will be kept confidential. Any data collected will not be reported with your name or other personal identifiers.

Your participation in this research project would be greatly appreciated. Your feedback will be used to improve the web-based module for future use. Your participation will also help you in the completion of one of the units covered in Ilokano 202. If you have any further questions regarding this project, please feel free to contact me at the number or email address listed below.

I will be attending your class sometime this week to deliver (and collect consent forms) if you wish to participate in this research project.

Agyamanak,

Dean Domingo  
Graduate Student, Learning Design and Technology  
Graduate Assistant, Language Flagship Technology Innovation Center  
Email: [deand@hawaii.edu](mailto:deand@hawaii.edu)

## Appendix B

### University of Hawai'i

#### Consent to Participate in Research Project:

##### A Web-Based Module: Filipino Hagglng - A Cultural Phenomenon

My name is Dean Domingo and I am a graduate student at the University of Hawai'i at Manoa in the Department of Learning Design and Technology. The purpose of this instructional design project is to develop and evaluate the effectiveness of a web-based module that focuses on Filipino hagglng and will be used by undergraduates enrolled in an Ilokano language program at a university on the island of O'ahu. I am inviting you to participate because you are all undergraduates enrolled in the Ilokano language program here at the university.

**Activities and Time Commitment:** If you choose to participate in this research project, I will provide you a link to the online module which you will need to complete. This module is designed to teach you about hagglng, a skill in which Filipinos are skillfully good at. The session will take about an hour and a half to an hour and fifty minutes to complete. You will learn about the following things: characteristics, relationships, and rules/concepts of hagglng.

**Benefits and Risks:** Completion of this module will provide you the knowledge and skills of hagglng. The major benefit to you is that participation in this study provides an easy means for fulfilling one of the requirements for the Ilokano 202 course. Besides time and effort, there is no risk to you in participating in this research study project.

**Privacy and Confidentiality:** I will keep all information in a safe place. The only people that will have access to this information are my University of Hawai'i advisor and myself. Other agencies that have legal permission, such as the University of Hawai'i Human Studies Program, have the right to review research records for this study. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you, and will report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

**Voluntary Participation:** Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

**Contact Information:** For any questions regarding the project, please feel free to contact my University of Hawai'i faculty advisor, Dr. Catherine Fulford at (808) 956-3906 or myself (contact information can be found below). For any questions regarding your rights as a research participant, please contact the UH Manoa Office of Research Compliance Human Studies Program at (808) 956-5007.

If you agree to participate in this project, please print your name, sign, and date this signature page and return it to:

Dean Domingo

Graduate Student, Learning Design and Technology

Graduate Assistant, Language Flagship Technology Innovation Center

Email: [deand@hawaii.edu](mailto:deand@hawaii.edu)

**Statement of Consent:**

I have read and understand the information provided to me about being in the research project, *A Web-Based Module: Filipino Haggling - A Cultural Phenomenon*.

My signature below indicates that I agree to participate in this research project.

Printed name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

You will be given a copy of this consent form for your records.

## Appendix C

### Pre Module Survey

Hello! Thank you for agreeing to take part in this research study. Before we begin the module, I kindly ask you to answer the following questions. The questions below are questions about your prior experiences with Ilokano, haggling, and online courses.

**\* Required**

**1) What is your ethnicity? \***

**2) Age: \***

- ☐ 18-20  
☐ 21-25  
☐ 26-30  
☐ 31 and up

**3) Gender \***

- ☐ Female  
☐ Male

**4) Have you ever taken an Ilokano course? \***

- ☐ Yes  
☐ No

**If you answered yes to question #4, what courses have you taken and completed? \***  
Select all that apply.

- ☐ ILO 101  
☐ ILO 102  
☐ ILO 201

- ☐ ILO 202
- ☐ ILO 301
- ☐ ILO 302
- ☐ ILO 315
- ☐ ILO 331
- ☐ ILO 401
- ☐ ILO 402
- ☐ ILO 451
- ☐ N/A

**If you answered no to question #4, were you placed in an ILO course? \***  
Took the placement exam.

- ☐ Yes
- ☐ No

**5) Have you ever taken an online course? \***

- ☐ Yes
- ☐ No

**If you answered yes to question #5, how many have you taken? \***

**What subjects did you take in these online courses? \***

**6) Have you ever taken an online language/culture course? \***

☐ Yes

☐ No

**If you answered yes to question #6, for what language/culture? \***

**7) Do you practice the art of haggling? \***

☐ Yes

☐ No

**If you answered yes to question #7, where do you haggle? \***

**If you answered no to question #7, do you know someone that haggles? \***

Who haggles? (mother, father, grandmother, grandfather, etc.)

## Appendix D Post Module Survey

Thank you for taking part in this research study. Before you go, below is one last survey that you need to complete. It's a post module survey. Questions will pertain to your experience with the module you just completed. Your answers and feedback will be used to improve the module.

**\* Required**

**1) What were some pros to your online learning experience? \***

**2) What were some cons to your online learning experience? \***

**3) From a scale of 1 to 5, was the content hard to understand? \***

1
2
3
4
5

easy
☐
☐
☐
☐
☐
difficult

**4) From a scale of 1 to 5, were the images helpful in understanding the content? \***

1 2 3 4 5

not helpful ☐ ☐ ☐ ☐ ☐ very helpful

5) From a scale of 1 to 5, were the videos helpful in understanding the content? \*

1 2 3 4 5

not helpful ☐ ☐ ☐ ☐ ☐ very helpful

Place a checkmark in the appropriate boxes \*

	Really Dislike	Dislike	Neutral	Like	Really Like
6) Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Text Format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Visual Format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Explain your answer selection to #6 regarding the color of the module? \*

10) Explain your answer selection to #7 regarding the text format of the module? \*



**11) Explain your answer selection to #8 regarding the visual format of the module? \***

**12) Please provide additional comments about the module. \***

Any suggestions for improvement? Would you like to see similar modules for other lessons? Etc.

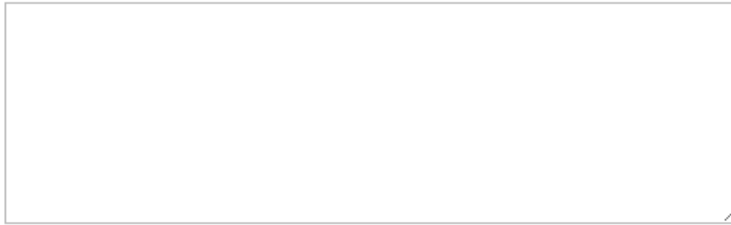
## Appendix E

### Journal Entry

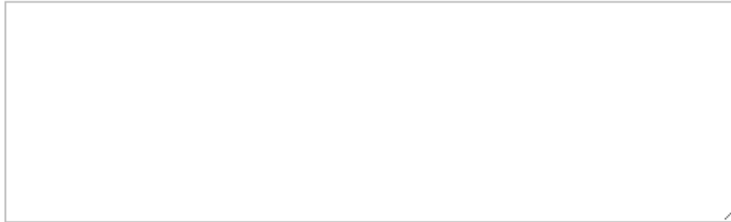
Below are a set of questions that are meant for you to recall prior experiences with haggling. Answer the questions to the best of your ability. Answers may be written in english.

**\* Required**

**What types of societies practice haggling? Why do you think it exists in some societies and not in others? What kind of economic system allows haggling? How do people haggle in societies where it is accepted? \***



**How do you feel about haggling? Are you comfortable with this system? What is the western attitude about it? What is the non-western attitude? \***



**Have you haggled before? If so, describe your experiences. If not, have you witnessed someone haggle before? Describe what you saw/heard. \***



**Submit**

*Never submit passwords through Google Forms.*

100%: You made it.

## Appendix F

### Contact Page

Do you have any questions or comments? Use the form below to share your thoughts.

**\* Required**

**Name: \***

**Comment or Question: \***

**Submit**

*Never submit passwords through Google Forms.*



100%: You made it.

Appendix G  
Pre test Questions



## Tawar a Tawar

Full Name\*

First Name

Last Name

*\* Collecting names, so I know whose pre test submission is whose.*

1) Agtawar is a verb that means \_\_\_\_\_. \*

- ☐ a) to trade
- ☐ b) to buy
- ☐ c) to haggle
- ☐ d) to sell

2) Aglaktako in the nominalized form means \_\_\_\_\_. \*

- ☐ a) seller
- ☐ b) buying
- ☐ c) selling
- ☐ d) haggler

3) Gumatatang in the nominalized form means \_\_\_\_\_. \*

- ☐ a) seller
- ☐ b) buyer
- ☐ c) visitor
- ☐ d) haggler

4) Suki is a noun that means \_\_\_\_\_. \*

- ☐ a) your boss
- ☐ b) another employee
- ☐ c) direct competition
- ☐ d) loyal customer

5) Bayad is a noun that means \_\_\_\_\_. \*

- ☐ a) bag
- ☐ b) product
- ☐ c) price
- ☐ d) receipt

6) Ganansia is a noun that means \_\_\_\_\_. \*

- ☐ a) change
- ☐ b) profit
- ☐ c) register
- ☐ d) bag

7) Select the following characteristics that one must consider before going out on a haggling spree: \*

- ☐ a) Have a list of items that you are going to purchase.
- ☐ b) Set a budget.
- ☐ c) Don't be afraid; Show confidence.
- ☐ d) Don't wear designer clothing.
- ☐ e) Stick to a game plan.
- ☐ f) Know the market price.
- ☐ g) Haggle at department stores.
- ☐ h) Haggle at flea markets.

**Scenario:**

Agbirbirok ni Clara ti balut. Napan idia ti tiendaan ta kankanyon nga aglaklakoda ti balut idia. Ti puesto ti napananna ket ti puesto ni Nana Perlita.

**Dialogue:**

Clara: Kumusta Nana Perlita?

Perlita: Kastoy latta adingko, agtrabtrabaho a kankanyon. Ket sika, kumusta? Kumusta met ni nanangmo?

Clara: Naimbagak ken nasayaat met ni nanangko, nana. Agbirbirokak ti balut; adda kadi lakom a balut?

Perlita: Adda, ading.

Clara: Sagmamano?

Perlita: Sagtrententa a pesos.

Clara: Apo nagnginan, nana! Mabalin nga itedmo ti sagbabainte?

Perlita: Saan a mabalin, adingko. Ilakok ti sagbabainte singko para kenkan.

Clara: Ala man, ngarud. Mangalaak ti dua.

8) In the scenario above, Clara is \_\_\_\_\_. (select all that apply) \*

- ☐ a) the seller
- ☐ b) the buyer
- ☐ c) an ading
- ☐ d) a nana
- ☐ e) a suki



9) Based on the ad above, mano ti bayad ti saba? (Please write your answer in Ilokano.) \*

10) Kalpasan a nagsiapping idia tiangge ni Tata Max, ti utang ni Romy ket \$48.50. Nagbayad ni Romy iti \$60. Mano kadi ti supli nga ited ni Tata Max ken ni Romy? \*

**Scenario:**

Gimmatang ni Stacey ti kabbaro a bisikleta. Nagbayad isuna iti \$100. Kalpasan ti dua a tawen kayatna nga ilakon. Sakbay nga inlakona, napan gimmatang ti kabbaro a ligay a pagsukatanna. Nagbayad isuna ti \$20 para dagiti dua a kabbaro a ligay. Iti maysa nga aldaw, napan ni Stacey idiay Swap Meet tapno mailakona dayta bisikleta ken dagiti dadduma a gangamitna a saanna kayaten.

Idi saan unay a nabayag, adda maysa a babai a napan idiay puesto ni Stacey. Ti nagan dayta babai ket Charie. Nakita ni Charie dayta bisikleta ket kayatna a gatangen. Ti presio nga addan iti bisikleta ket \$150. Nagsingir ni Charie ken ni Stacey ket dinamagna no mabalinna a gatangen dayta bisikleta iti \$100. Imbaga ni Stacey ken ni Charie a saan a mabalin ti \$100 ta kasuksukatna dagiti ligligay. Uray no kasdiay, imbaba ni Stacey ti presio ti bisikleta, \$150 to \$140. Nagtawar manen ni Charie. Nagsaludsod no mabalin ti \$120. Ipapilit ni Stacey nga ilakona iti \$140. Nagtawar manen ni Charie. Nagsaludsod no mabilinna gatangen ti bisikleta iti \$130. Nagpanunot ni Stacey ken kinayatna dayta a presio, isu nga inlakona ti bisikleta ken ni Charie.

**11) Based on the scenario above, mano ti ginansia ni Stacey? \***

**Scenario:**

Matthew needs to purchase four dozen eggs. He went to Apo Masa's store having only P500 in his wallet.

**Dialogue:**

Matthew: Apo Masa, how much is for a dozen eggs?

Apo Masa: P120, anakko.

Matthew: Why not P100, so i'll purchase four dozen?

Apo Masa: I can't do that, anakko. If you want, i'll sell it for P110. Final.

Matthew: Ok Apo, i'll take four dozen.

**12) Based on the scenario above, how much did Matthew save? \***

**Scenario:**

Idi napan ni Lissa idia'y Swap Meet, adda nakitana a kuentas a naaramid iti puraw a shell. Magustuanna ket kayatna a gatangen. Immasideg ni Lissa iti puesto ni Bel ken nagsaludsod no mano ti bayad ti kuentas. Bainte singko a doliar ti bayadna imbaga ni Bel. Idi naammuanna ti bayad ti kuentas, nagsaludsod ni Lissa a sitatakder nga agpanpanunot, no isu ti ultimo a bayadnan. Nakita ni Bel nga agpanpanunot ni Lissa ket imbabana ti bayad ti kuentas. Ti kabbaro a bayad ti kuentas ket bainte a doliar..

**13) Based on the scenario above, should Lissa pursue to haggle and purchase the item? Why or why not? Explain. \***

**Determine if the phrase is said by the seller or buyer.**

- a) Mano ti bayad ti sangadosena a longganisa?
- b) Awan tawarnan.
- c) Adda kadi sabali a klase?
- d) Mano ti bayad daytoy atado?
- e) Adda kadi nalaklaka?
- f) Gumatangak ti pusit.
- g) Isupotmo man, Nana.
- h) Mano daytoy?
- i) Ania ti nagan dayta nga ikan?
- j) Ultimonan ta awanto ti maganansiak.
- k) Battit laeng ti maganansiak.
- l) Ala man ngarud, inayonmo man daytoy.
- m) Ok, utangekto dagiti dadduma.
- n) Napresko met laeng dagitoy natnateng, Nana?
- o) Ay apo! Nagnginan!
- p) Ala ngarud, alaemon iti dayta imbagam a presion.



**14) Place your answers in the space below. \***

**Scenario:**

Kayat ni Pearl ti mangan ti pinakbet. Adda amamin nga ingredients a masapolna, ngem awan ti kamatis. Isu a napan ni Pearl idia ti tiendaan. Napan ni Pearl iti puesto ni Manang Irma ta kankanayon a nalaka ti lakona.

**Dialogue:**

Pearl: Hi Manang Irma! Nabayag a ditayo nagkikitan. Kumusta?

Irma: Wen ngarud, nabayagen a saantayo a nagkikitan. Mayat ti biagko. Ket sika, kumusta? Kumusta met dagiti dadakkelmo?

Pearl: Mayatak met, ngem busyak a kankanayon. Mayat met da nanang ken tatangko. Agay-aywan pay laeng ni nanangko ken agyard-yardwork pay laeng ni tatangko.

Irma: Apo, nagmayaten, adingko. Ket ania ti matulong kenka itatta?

Pearl: Aglutoak koma ti pinakbet, ngem awan met kamatisko.

Irma: Nagimasan! Adda lakok a kamatis. Addada idia ti lamisan.

Pearl: Sagmamanoda manang?

Irma: Saglilima a pesos, adingko.

Pearl: Ania! Lima a pesos ti maysa?

Irma: Lima a pesos daytoy supot.

Pearl: Nagnginan, manang! Battit ken dudduduada laeng ti nagyanna. Mabalin a ilaklakam?

Irma: Ay, saan a mabalin adingko. Ulitimona daytan. Nangina itatta ta daydiay baguio. Nagtutudo ket naperdi dagiti natnateng idia ti talon.

Pearl: Ay kasta. Ket, mabalin nga inayonmo daytoy bukel a bawang?

Irma: Ala wen la, inka agpili ti maysa a bukel a bawang nga inayonmo kadagiti dua a kamatis.

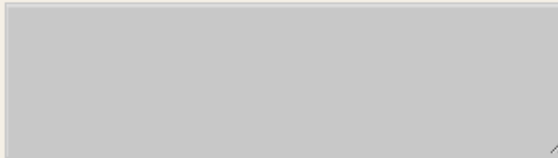
Pearl: Agyamanak manang!

Irma: Awan aniamanna adingko!

15) Based on the scenario above, is Pearl a loyal customer? What are some clues? \*



16) Based on the ad above, compare the prices: a) apples and pears; b) tomatoes to bell peppers; c) persimmons to oranges (Please answer in Ilokano) \*



#### Scenario:

Napan ni Trina idia ti tiendaan ta masapulna ti gumatang dagiti ilutona para iti padaya nga i-hostna intunno rabii. Inlistana amin ti masapulna iti bassit a papel. Ti mapanna gatangen ket: ikan, pusit, ken kappo.

#### Dialogue:

Trina: Hi, Nana Lita!

Lita: Hello, anak. Ania ti maitulongko kaniam ita?

Trina: Agpadayaak intunno rabii para dagiti gagayyemko ket aglutoak ti seafood kano.

Lita: Apo, nagsayaaten! Nagasatka ita, kadeldeliver ni Tito Joe dagitoy ket napresko.

Trina: Nagmayaten! Adda kadi bangus, Nana?

Lita: Wen adda adingko. Mano kadi ti masapulmo?

Trina: Dependende, manoda kadi?

Lita: P190 kada kilo, anak.

Trina: Mabalín nga itedmo iti P150 laengen?

Lita: Saan a mabalin, anak. Nasadiwa dagitioy. No kayatmo, ilakok kenka iti P170?

Trina: Ala ngarud, mangalaak iti maysa a kilo.

Lita: Ania pay kadi ti masapulmo?

Trina: Masapuloko pay ti pusit? Adda?

Lita: Adda. P110 kada kilo.

Trina: Apo unay metten, nagnginan! No ilakom iti P90 kada kilo, mangalak ti dua a kilo.

Lita: Ok, itedko kenka dayta a presio. Ania pay ti kayatmo a gatangen?

Trina: Masapulko pay ti kappo.

Lita: P90 kada supot.

Trina: Nagadun, diak masapul amin dayta. Mabalín nga alaek ti kagudua laeng?

Lita: Wen mablin, anak.

Trina: Ok, mangalaak ti kagudua ngarud.

Lita: Adda pay ti gatangem?

Trina: Awanen.

**17) Based on the scenario above, how much did Trina save? \***

**Scenario:**

Napan ni Trinidad idiay kanatengan. Adu dagiti presko a natnateng. Masapulna ti rekado ti lutuenna a bihon. Napan iti ayan ti sukina a ni Baket Conching.

“Nana Conching, gumatangak man ti maysa a kilo ti repolio, kagudua a kilo ti kerots ken seleri.”

Kinilona ida. Singkuenta ti maysa kilo ti repolio ken kerots ken kuarenta ti maysa a kilo ti seleri. Insupot ni Nana Conching dagiti ginatangna.

“Agyamanak, Nana.”

Idi kuan, mabisinen ta nabayag metten nga aglikaw-likaw iti uneg ti tiendaan. Adda

nalabsanna nga aglaklako iti bananacue ken kaskaron.

"Barok, mano ti maysa a tudok a banacue?"

"Dies pesos, Manang."

"Di la mabalin nga itedmo iti disisiete ta mangalaak iti dua."

"Saan a mabalin, Manang."

"Ket daytoy tudok a kaskaron, mano ti maysa?"

"Kinse, Manang."

"Mabalin nga itedmo iti dosen ta mangalaak ti dua."

"Saan a mabalin, Manang."

Nangina unay, isu a saan a gimmatang ni Trinidad. Intuloy na ti naglawlaw idiay tiendaan. Adu dagiti aglaklako ti naluom a mangga ta tiempuna ita. Inasitganna ti maysa nga aglaklako.

"Tata, mano ti maysa a kilo?"

"Siento trenta, balasangko."

"Nasam-it met la dagitoy? Saanda met la a napilpilit a naluom?"

"Ay saan. Ramanam no kayatmo."

"Siento bainte lattan."

"Mangalaak man ngarud ti dua kilo. Ket nayunanyo met ti dua a bukelen, a."

Napan met idiay paglakuan dagiti bukbukel.

"Gumatangak man la ti maysa a gantilia 'tay balatong. Mano ti maysa a gantilia?"

"Bainte, anakko."

"Ikkannak man ngarud iti maysa a gantilia, Nana. Mano met ti maysa a gantilia ti bukel ti utongyo?"

"Bainte singko."

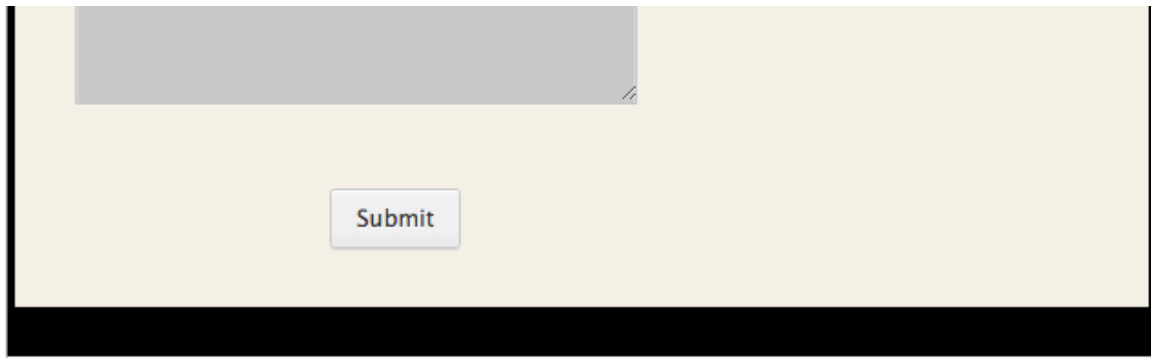
"Di pay la bainte ta mangalaak ti sangasalup."

"Saan a mabalin, Nakkong. Bainte-dos lattan, ultimonan."

"Ala, ikkannak ngarud iti maysa a salup. Ken doblienyo dayta supotna baka mabutbutan."

Mabisin unayen ni Trinidad isu a nagawiden ta napanna lutuen daydiay bihon.

**18) Based on the scenario and dialogue above, list the items Trinidad bought and their prices. State how much she saved for each item. What were the items she didn't end up buying? In the end, how much did she spend? \***


A screenshot of a web form. It features a light beige background with a dark grey header bar at the top. A small, light grey rectangular box is positioned in the top left corner. Centered on the page is a white rectangular button with a thin grey border and the word "Submit" in a dark grey font. The entire form is enclosed within a black border.

---

[Journal Entry >>](#)

## Appendix H

### Post test Questions



# Tawar a Tawar

**Full Name\***

First NameLast Name

*\* Collecting names, so I know whose post test submission is whose.*

**1) Agtawar is a verb that means \_\_\_\_\_. \***

- ☐ a) to trade
- ☐ b) to buy
- ☐ c) to haggle
- ☐ d) to sell

**2) Aglamlako in the nominalized form means \_\_\_\_\_. \***

- ☐ a) seller
- ☐ b) buying
- ☐ c) selling
- ☐ d) haggler

**3) Gumatgang in the nominalized form means \_\_\_\_\_. \***

- ☐ a) seller
- ☐ b) buyer
- ☐ c) visitor
- ☐ d) haggler

**4) Suki is a noun that means \_\_\_\_\_. \***

- ☐ a) your boss
- ☐ b) another employee
- ☐ c) direct competition
- ☐ d) loyal customer

5) Bayad is a noun that means \_\_\_\_\_. \*

- ☐ a) bag
- ☐ b) product
- ☐ c) price
- ☐ d) receipt

6) Ganansia is a noun that means \_\_\_\_\_. \*

- ☐ a) change
- ☐ b) profit
- ☐ c) register
- ☐ d) bag

7) List four characteristics that one must consider before going out on a haggling spree. \*

#### Scenario:

Rose is going to be making cascaron (deep fried mochi balls with coconut inside covered with a molasses glaze) and is missing an ingredient. She has all the ingredients except for coconut. She heads over to the swap meet to see if there are any vendors that are selling them. She visits two vendor stands.

#### Dialogue:

Rose: Kumusta Apo?

Tata Max: Kumusta, anak.

Rose: Sagmamano kadi ti niogmo Tata?

Tata Max: \$3.50 each.

Rose: Mabalin nga ilakom iti \$3, tapno mangalaak ti tallo?

Tata Max: Ay, saan a mabalin anakko.

Rose: Oh ok, agsugbliak ngarud intunno madamdama. (Napan ni Rose a nangkita ti sabali a puesto nga aglaktako ti nalaktaka a niog. Idi magmagna nakita ti maysa a gayyemna isuna.)



Sheryl: Rose, sika dayta?

Rose: Wen, Ay apo, Sheryl! Kumusta? Nabayagen a dita nagkitan.

Sheryl: Wen, ngarud! Okay-ak. Ket sika?

Rose: Okay-ak met!

Sheryl: Apay addaka man ditoy; ania ti birbirokem?

Rose: Masapulko ti niog ta mangaramidak ti kaskaron.

Sheryl: Ay kasta, mapanka koma idiy puesto ni Manong Bert, kabagianko isuna ta asawa ni kasinsinko isuna. Surutenak, intayo idiy. (Nagnada a dua a napan idiy puesto ni Manong Bert)



Sheryl: Kumusta, Manong Bert?

Bert: Oh hello, adingko. Ania ti maitulongko kenka ita?

Sheryl: Daytoy ti gayyemko ni Rose ket masapulna ti niog.

Bert: Kumusta ading Rose. Mano a niog ti masapulmo?

Rose: Kumusta Manong. Masapulko ti tallo. Sagmamanoda?

Bert: \$3.50 each adingko.

Rose: Mabalin nga ilakom iti \$3 ti maysa?

Bert: Hmmm, ok ilakok kenka iti dayta a presio.

Rose: Yay! Agyamanak Manong!



8) In the scenario above, Rose is \_\_\_\_\_. (select all that apply) \*

- ☐ a) Tata Max's granddaughter
- ☐ b) Sheryl's friend
- ☐ c) Bert's customer
- ☐ d) Sheryl's cousin
- ☐ e) Bert's ading





9) Based on the ad above, **mano ti bayad ti tri-color bell peppers?** (Please write your answer in Ilokano). \*

10) Maysa nga aldaw, napan ni Maria idia ti tiendaan. Gimmatang isuna ti innem nga balut (P10 each), maysa a mangga (P20 each), dua a delata a sardines (P15 each), maysa a supot a pancit (P12 each), ken dua a sabon (P12.50 each). Idi napan nagbayad, intedna ti P150 ken ni Manong Ariel. **Mano kadi ti supli ni Maria?** \*

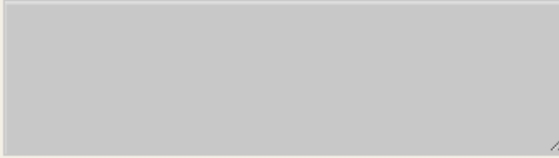
**Scenario:**



Gimmatang ni Michael ti kabbaro a moped. Ti bayad daydiay ginnatangna ket \$1200. Kalpasan ti tallo a bulan, kayatna nga ilakon ta masapulna ti kuarta ti pangbayadna dagiti utangna. Nagaramid ti ad ken inpostna idia ti social media accountsna. Ti informasion nga inkabilna idia ti ad ket contact informasion, condition ti moped, ken kasano ti bayag nga inusarna. Ti presio nga inkabilna iti ad ket \$1500, ngem mabalin nga ilakona iti tao a mangted ti "best offer."

Adda dua a tao a nagcontact kenkuana, da Jordan ken Vicky. Ti offer ni Jordan ket \$1300 ken ti offer ni Vicky ket \$1400. Timmawag ni Michael ni Jordan ket imbagana nga adda maymayat nga offer ket saanna ilako ti moped kenkuana. Kalpasan dayta, timmawag ni Michael ken ni Vicky. Imbaga ni Michael ken ni Vicky nga ilakona ti mopedna kenkuana iti \$1400.

**11) Based on the scenario above, mano ti ginansia ni Michael? \***



**Scenario:**

Adda uppat nga orders ni Rita a bibingka. Adda amin nga ingredients, ngem awan ti mochi flour. Tapno makaaramid ti uppat a pans ti bibingka, masapulna ti walo a supot a mochi flour. Napanna innala ti pitakana ket napan idia ti tiendaan.

**Dialogue:**

Anna: Hello, ania ti maitulongko ita, ading?

Rita: Hi Manang, adda ilakom a mochi flour?

Anna: Wen, adda adingko. Mano a supot ti masapulmo?

Rita: Adda uppat nga ordersko a bibingka, isu a masapulko ti walo a supot. Sagmamano kadi ida?

Anna: Sagtatallo a doliar kada supot.

Rita: Mabalin nga ilakom iti \$1.50 each ta gumatangak ti walo?

Anna: Sorry adingko, saan a mabalin. Nababa unay dayta. No kayatmo, ilakok ti \$2.50 each.

Rita: Nangina unay pay laeng. Ilakoda idia ti 99 Ranch ti \$2 each.

Anna: Ay, kasdiay? Ala ngarud ilakok kenka ti \$2 each.

Rita: Agyamanak!

Anna: Agurayka ta innak alaen ida.

Rita: Daytoy ti bayadko, \$20.

Anna: \$4 ti suplim. Masapulmo ti supot?

Rita: Saanen Manang. Nangitugotak ti supot. Agyamanak manen!

Anna: Agyamanak met, adingko!



12) Based on the scenario above, how much did Rita save? \*

**Scenario:**

Agbirbirok ni Mike ti Kobe Bryant jersey. Napan idia department store iti ilina. Nagdiretso ti men's section tapno makabirok isuna dayta jersey. Nakitana ti jersey ket nagbirok ti sizena.

Nasapulanna ti sizena, ngem awan pricetagna isu a napan idia checkout counter. Dinamagna daydiay sales clerk no mano ti bayad ti jersey. \$45 ti bayad ti jersey kano ti sales clerk. Imbaga ni Mike a saan a kabbaro dayta ilaklakoda ta usaren ti tao no mapanda idia fitting room. Idi imbagana dayta nagsaludsod no mabalin ti mangala ti discount.



13) Based on the scenario above, should Mike pursue to haggle and purchase the item? Why or why not? Explain. \*

**Arrange the following statements to form a cohesive buyer-seller conversation. Please label them with buyer or seller at the beginning of each statement.**

Agyamanak.

Setenta y singko a pesos.

Mano daytoy supot a carrots?

Dispensarem, saan a mabalin. Awanto maganansiak.

Ala ngarud, alaek.

Daytoy ti suplim.

Agyamanak met!

Itedko kenka iti setenta pesos, no kayatmo.

Mabalin a gatangek iti singkuenta pesos?

Kumusta?

14) Place your answers in the space below. \*



**Scenario:**

Matthew has all the ingredients he needs to make turon (banana lumpia/spring roll), however is missing bananas. He heads over to the market to see if Manong Abe has some for sale.

**Dialogue:**

Matthew: Hello.

Abe: Hi, ania ti maitulong kenka ita?

Matthew: Aglutoak ti turon intunno malem, ngem awan ti sabak.

Abe: Mano kadi ti masapulmo?

Matthew: Depende, sagmamanoda?

Abe: P3 each.

Matthew: Nagnginan ken battitda pay! Ilakoda ti P1.50 dagiti dadduma a luglugar no kasta ti sizeda.

Abe: Agpayso? Mapanka gumatang kada kuadan.

Matthew: Diak kayat ta addaak ditoyen ken masapulkon. Mabalin nga ilakom ti P2 each?

Abe: Saan a mabalin, adingko. Awanto maganansiak no ilakok kenka iti dayta a presio.

Matthew: Alan a Manong, pangaasim.

Abe: Dispensarem, saan a mabalin.

Matthew: Ok, P2.50 ngarud?

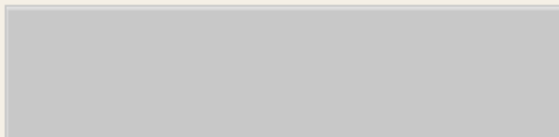
Abe: Madi.

Matthew: Oh ok. Bayamon, mapanak iti sabalin.



15) Based on the scenario above, is Matthew a loyal customer? What are some clues?

\*





16) Based on the ad above, compare the prices: a) compare the prices of bananas to papaya. b) compare the prices of 1lb of grapes to 1lb of kiwi. c) compare the prices of cucumber and pears. (Please answer in Ilokano) \*



#### Scenario:

Adda napan a balikbayan idia ti tiendaan. Ti nagan ti balikbayan ket Tyler. Agbirbirok isuna ti badbado a gatangenna para dagiti gagayyemna idia ti Haway a kas pasalubong. Adda puesto a napananna nga aglallako dagiti badbado a napipintas.

Dagiti aglallako ket ammoda a saan a taga-Pilipinas ni Tyler isu nga nagtultulaganda nga ipangatoda ti presio dagiti ilallakoda iti P5.

#### Dialogue:

Tyler: Hello. How much is for this "I Love Laoag" tshirt?

Aglallako: P225.

Tyler: Can I get it for P200?

Aglallako: Sorry, sir. I can't do that. It's P225.

Tyler: How about P210?

Aglallako: Sorry, sir. P225, that's it. It is made out of pineapple fibers.



Tyler: Is that so? Wow. Ok.

Aglaklako: Yes, sir. Do you want to buy?

Tyler: Yes, can I get a 1 small, 2 medium, and 1 large.

Aglaklako: Ok. Is that all you are going to buy?

Tyler: Hmmm, how much is this "It's more fun in the Philippines" tshirt?

Aglaklako: P175.

Tyler: Can I get it for P165?

Aglaklako: Sorry, sir. Cannot. Prices are set. P175 only.

Tyler: Ok, i'll take 3 medium.

Aglaklako: Is that all?

Tyler: Yes, maam.

Aglaklako: Ok sir, your total is P1,419.

Tyler: Here is P1,500.

Aglaklako: P81 is your change.

Tyler: Thank you.

Aglaklako: Thank you too, sir! Enjoy your stay here in the Philippines.

17) Based on the scenario above, how much did the seller profit? \*

**Scenario:**

Napan ni Trinidad idia'y kaprutasan. Adu dagiti presko a prutprutas. Masapulna ti rekado ti aramidenna a fruit salad. Napan iti ayan ti sukina a ni Baket Conching.

"Nana Conching, gumatangak man ti maysa a kilo ti mansanas, kagudua a kilo ti cherries ken grapes."

Kinilona ida. Ochenta ti maysa kilo ti mansanas ken kuarenta ti maysa a kilo ti cherries ken grapes. Insupot ni Nana Conching dagiti ginatangna.

"Agyamanak, Nana."



Idi kuan, mabisinen ta nabayag metten nga aglikaw-likaw iti uneg ti tiendaan. Adda nalabsanna nga aglaklako iti pancit bihon ken chicharon.

"Basang, mano ti maysa a plato a pancit bihon?"

"Siento bainte, Manang."

"Di la mabalin nga itedmo iti siento ta mangalaak iti dua."

"Saan a mabalin, Manang."

"Ket daytoy chicharon, mano ti maysa a supot?"

"Sesenta, Manang."

"Mabalin nga itedmo iti singkuenta ta mangalaak ti dua."

"Mabalin, Manang."

Nangina unay, isu a saan a gimmatang ni Trinidad ti pancit bihon, ngem gimmatang met laeng ti dua a supot a chicharon ta mabisbisen. Intuloyna ti naglawlaw idiy tiendaan. Adu dagiti aglako ti nasadiwa nga ipon ta tiempona ita. Inasitganna ti maysa nga aglaklako.

"Tata, mano ti maysa a kilo?"

"Siento trenta, balasangko."

"Nasadiwa met laeng dagitoy?"

"Ket wen a. Kaalalami itay bigat."

"Siento bainte lattan."

"Mangalaak man ngarud ti dua kilo."

Napan met idiy paglakuan dagiti luplupot.

"Gumatangak man la ti maysa a yarda ti tela Nana. Mano ti maysa yarda?"

"Singkuenta, anakko."

"Mabalin a kuarenta tapno mangalaak ti tallo a yarda."

"Ay, saan a mabalin anakko. Malugiakto."

"Ikkannak man ngarud iti maysa a yarda, Nana."

"Agaramidakto ti supot ti punganko."

"Adda pay kadi tela a kayatmo a gatangen?"

"Sagmamano daytoy?"

"Ochenta, anakko."

"Ay, nagnginan! Bayamon. Agyamanak Nana."

Idi nabannogen, nagawid ni Trinidad tapno makainana sakbay nga agaramid daydiay fruit salad..

18) Based on the scenario and dialogue above, list the items Trinidad bought and their prices. State how much she saved for each item. What were the items she didn't end up buying? In the end, how much did she spend? \*



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### Appendix I Post test Questions

#	Instructional Goal	Performance Context
Entry Level		
EL1	Define <i>agtawar</i>	Given a list of four possible definitions, the participant will select the correct definition of <i>agtawar</i> .
EL2	Define <i>aglaklako</i>	Given a list of four possible definitions, the participant will select the correct definition of <i>aglaklako</i> .
EL3	Define <i>gumatatang</i>	Given a list of four possible definitions, the participant will select the correct definition of <i>gumatatang</i> .
EL4	Define <i>suki</i>	Given a list of four possible definitions, the participant will select the correct definition of <i>suki</i> .
EL5	Define <i>bayad</i>	Given a list of four possible definitions, the participant will select the correct definition of <i>bayad</i> .
EL6	Define <i>ganansia</i>	Given a list of four possible definitions, the participant will select the correct definition of <i>ganansia</i> .
Concept		
1	Identify characteristics	Given eight options, the participant will identify all characteristics relevant to haggling.
2	Identify relationships	Given four choices, the participant will identify which option best fits the scenario in terms of who's who.
3	Identify prices	Given a list of products, the participant will identify the prices for each item.
4	Identify change	Given a pair of prices, participants will identify how much change is needed.
5	Identify profits	Given a haggling scenario, participants will identify how much profit the seller accumulated.
6	Identify savings	Given a haggling scenario, participants will identify how much the buyer saved.

#	Instructional Goal	Performance Context
Rule		
7	Determine to haggle vs not to haggle	Given a set of scenarios, the participant will determine whether the situation would be a good time to haggle or not.
8	Determine seller vs buyer	Given a set of dialogues, the participant will determine whether the seller or buyer says the phrase.
9	Determine loyal vs normal customer	Given a scenario, the participant will determine if the customer is a loyal customer or a normal customer.
10	Determine cheap vs expensive	Given two sets of products, the participant will determine if the product is either cheap or expensive.
11	Determine profits vs savings	Given two scenarios, the participant will determine all profits and savings gained.
Terminal Objective		
12	Participant will analyze a scenario and pinpoint successful and unsuccessful haggling exchanges.	Given scenarios, the participant will analyze whether the situation was a successful or unsuccessful haggling exchange. Furthermore, the participant will also identify whom the seller and buyer were, determine how much the buyer spent and his/her change, and determine if the seller made a profit or not.